

JOB DESCRIPTION

POST:	Speech and Language Therapist
GRADE:	7 (pro rata and dependent on experience - £26,975 to £30,095)
LOCATION:	Milestone School
HOURS WORKED:	27.5 (Monday to Friday 09:00 to 15:00* with 30 minutes unpaid lunchbreak) *variable, to support the needs of the school
TERM TIME ONLY:	39 weeks (includes working INSET days)
LEAVE ENTITLEMENT:	5.41 paid weeks per year rising to 6.38 after 5 years continuous service (holidays must not be taken during term time)

JOB PURPOSE

- To provide a high level of expertise in the promotion and development of holistic Speech and Language Therapy.
- In collaboration with teaching staff, to develop a communication curriculum to meet the needs of pupils with significant speech and language difficulties and developmental delay.
- To identify, assess, develop and implement speech and language therapy for children with severe and specific speech and language difficulties and profound, multiple and severe learning difficulties

MAIN DUTIES AND RESPONSIBILITIES

- To manage and prioritise own caseload.
- To provide written professional reports as appropriate.
- To develop clear care plans based on best practice and to use specialist knowledge to inform clinical judgments for case management.
- To contribute to Speech and Language provision, monitoring and development.
- To record all Speech and Language Therapy interventions in compliance with Royal College of Speech and Language Therapists guidelines.
- To continuously evaluate Speech and Language Therapy interventions and to maintain and develop a high standard of clinical and professional practice at all times.
- To devise and evaluate Speech and Language Therapy plans and classroom based programmes. This will be based on assessment findings in consultation with the children, educators, family and carers, respecting choices and recognising diversity.
- To develop a communication curriculum to meet the needs of pupils with significant speech and language difficulties and developmental delay.
- To liaise with teaching staff, all members of the multi professional team, children, parents as well as other external agencies.

- To promote good working relationships across the school.
- To attend meetings, support groups and other school meetings as directed by the Headteacher.
- To liaise with parents / carers to monitor pupil outcomes.
- To ensure that all Speech and Language Therapy equipment is stored safely and maintained in safe working order.
- To participate in research projects as required.
- To demonstrate the ability to manage pupils with challenging behaviours, including the application of appropriate behaviour management strategies and school policies.
- To attend regular supervision sessions and annual Professional Development Review process, setting objectives and maintaining a professional portfolio to demonstrate continued professional development.
- To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.
- To work within the Royal College of Speech and Language Therapists Code of Ethics and Professional Conduct and the Health Professions Council Standards of Conduct, Performance and Ethics.

EDUCATION AND SKILLS

- To attend relevant training in order to maintain and develop skills and knowledge required of a therapist working in a special school and to maintain up to date HPC and RCSLT registration.
- To attend relevant SIGs where appropriate.
- To make use of school CPD opportunities including attending internal training sessions.
- To ensure that all mandatory training is kept up to date.
- To provide training on a range of topics related to speech, language and communication needs (as appropriate) for parents, staff and other professionals.
- To attend and contribute to staff meetings.
- To maintain pupils' confidentiality at all times and to be aware of Data Protection issues.
- To be a Registered Member of the Royal College of Speech and Language Therapists & Health Care Professions Council.

OTHER DUTIES

- To safeguard and promote the welfare of pupils and take steps to prevent any child from suffering ill treatment or neglect. Be familiar with and adhere to the Child Protection procedures adopted within the school and report to the DSL, DSO or Headteacher any concern that a child has been mistreated, either physically, emotionally, sexually or by neglect.

GENERAL

- To maintain confidentiality and discretion regarding sensitive information.

- To comply with all necessary policies and procedures relating to child protection, equality and diversity, health, safety and security and reporting all concerns to the appropriate person.
- To represent the school at all times in a professional, positive and helpful way.
- To be conversant with relevant IT and software, and keep up to date with developments in IT.
- To participate in the school's appraisal programme.
- To undertake training where this is appropriate.
- To contribute pro-actively to meetings and discussions as required, and to participate in the whole school team.
- To be compliant with GDPR.
- To ensure that all health and safety instructions are followed and all reasonable care is taken not to do anything to endanger yourself or others.
- To report any health and safety issues to the Site Manager.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them that are within the scope of the job purpose, the title of the post, and its grading.

SUPERVISORY RESPONSIBILITY

None

SUPERVISION RECEIVED

Deputy Headteacher/Principal and Headteacher/Principal

PRINCIPAL CONTACTS

Pupils, Parents, Teachers, Senior Learning Partners, Head of Department, Deputy Headteacher/Principal, Headteacher/Principal and other professional groups

SPECIAL CONDITIONS

- This post may involve working some flexible hours on a planned basis.
- This post is term time only including INSET days.
- The post-holder will be expected to take holidays when the school is not in session.

-

EQUAL OPPORTUNITIES

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Signed: (employee)

Print name: (employee)

Signed: (HR Officer)

Date:

PERSON SPECIFICATION

Speech and Language Therapist (**Special Schools**)

Criteria	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> • Recognised Speech and Language Therapy Degree • Health Professions Council-Licence to practice. • Registered member of Royal College of Speech and Language Therapists. 	<ul style="list-style-type: none"> • At least two years' experience working as a qualified Speech and Language Therapist. • NQP Competency Framework to have been fulfilled. • Pyramid PECS Trained. • Further qualifications related to special educational needs. • Additional training in the field of SEND. • Pyramid Implementing PECS Across the Day training. • Makaton Trained to level 4. • Successful and relevant experience of pupils with profound, multiple and severe learning difficulties. • Experience of working in a multi-agency team. • Experience of developing group programmes for children with a range of special educational needs. • Experience of successfully implementing a range of behaviour management strategies. • Knowledge of TEACCH. • Experience of working as a speech and language therapist in a special school environment. • Experience of working with children with profound, multiple and severe learning difficulties.
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills including observation, listening and empathy skills. • Ability to produce evidence-based programmes of intervention for pupils. • Skills and expertise in understanding the needs of all pupils. 	<ul style="list-style-type: none"> • Experience of working with pupils with special educational needs (Including both Severe and Profound and Multiple Learning Difficulties). • Knowledge of assessment tools relevant to the school. • Knowledge of national policies and procedures relevant to the school.

	<ul style="list-style-type: none"> • Knowledge of a range of appropriate therapeutic interventions. • Knowledge of how to help adapt and deliver support to meet individual pupil needs. • Knowledge of the principles of clinical governance/audit. • Good negotiation and problem-solving skills. • Good analytical and reflection skills. • Good presentation skills; both written and verbal. • Knowledge & Experience of Intensive Interaction, PECS, Makaton signing, social communication & awareness skills and symbolled AAC software programs. • Good literacy and numeracy skills. • Good organisational skills. • Ability to build effective working relationships with pupils and adults. • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Knowledge of the roles of other professionals relevant to pupils at the school. • Knowledge of standards of record keeping. • Awareness of own training needs and limitations. • Capability to respond flexibly to the needs of a broad range of pupils with special needs.
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children with all abilities and needs. • High expectations regarding pupils' communicative potential. • Sensitivity and understanding, to help build good relationships with pupils. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding pupils' wellbeing and equality. 	<ul style="list-style-type: none"> • Energy & enthusiasm. • A good sense of humour.

	<ul style="list-style-type: none"> • Resilience in difficult situations. • Ability to build lasting relationships. • Confidence to use own initiative. • High level of communication skills with both pupils and staff. • Flexible and positive approach. • Good organisational skills. • Commitment to equal opportunities. • To be able to positively promote the school in the local community • Promote and safeguard the welfare of children and young people s/he is responsible for or comes into contact with. 	
Physical requirements	<ul style="list-style-type: none"> • good level of general health. 	